



Monthly Special Education Director Call

Special Education Programs
February 16, 2021

1

Legislative Update

- All bills for this session have been posted
 - House Bills - 283
 - Senate Bills – 194
- All bills have to be out of house of origin by February 25
- Last day of regular session on March 11

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Legislative Update

- No bills directly related to Special Education
- There are some placeholder bills to watch and always potential for hog house
 - HB 1137
 - SB 120
- Updates on education related legislation included in Monday Administrators Update from Mary Stadick-Smith

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Effective Practices

4

New Issue Brief Published

High School Graduation Requirements

South Dakota's current requirements for graduation were passed by the Board of Education Standards on July 16, 2018. Those requirements are outlined in [South Dakota Administrative Rule 24:43:11](#). The requirements include a base of required coursework and the ability for students to earn endorsements on top of that base. The requirements are designed to provide flexibility for students to meet their postsecondary and career aspirations within a framework of general requirements.

+ Documents and Links

- Students with Special Needs

- [ISSUE BRIEF: Graduation requirements and students with special needs](#)
- [Disabilities Policy \(Updated July 2020\)](#)
- [Graduation Coding Guidance for Students on an IEP](#)
- [Questions & Answers on Report Cards and Transcripts for Students with Disabilities](#)

+ Contacts

<https://doe.sd.gov/gradrequirements/>

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Graduation Requirements for Students with Disabilities

- Majority of students with disabilities can work toward and achieve, with specialized instruction and supports, a regular high school diploma
- Must complete **required** courses to the same standard as all students
 - Could receive accommodations, but modifications that impact scope of knowledge and skills not permissible to meet requirement
- Modifications would be allowed for electives but should be clearly discussed in IEP team

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Allowable Changes to Required Courses

- The course would need to be mapped to the course code and cover the same content and standards as outlined for all students.
- Example - Algebra 1 is a required course to receive a regular high school diploma.
 - Could be offered by Special Education teacher if qualified
 - Could be offered as Algebra 1A and 1B (or other name), as long as, content meets the same standards and is mapped to Algebra 1 course code
 - Accommodations can be provided
- The teacher needs to be qualified to teach the specific content area.

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Additional Resources

Common Course Numbering System

<https://doe.sd.gov/contentstandards/commoncourse.aspx>

Desk Guide with Exit Codes

<https://doe.sd.gov/ofm/sims.aspx>

Transition for Students with Disabilities

<https://doe.sd.gov/sped/transition.aspx>

South Dakota Accommodation Manual

<https://doe.sd.gov/sped/documents/SDAccManl.pdf>

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IEP Quality Website Tip of the Month



Reporting Student Progress

- Include data on specific skills in relation to the annual goal
- The reporting should match the goal criterion
- Whether or not the goal includes benchmarks/objectives, consider the small increments of growth that build toward that annual goal
- Consider: Will the parent understand the progress this student has made by reading this?



In addition, the *Endrew F.* decision emphasized the importance of “...monitoring student progress in a systematic manner that can be regularly reported to his or her parents” (Yell & Bateman, 2017, p. 14).

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IEP Quality Website Tip of the Month



Reporting Student Progress

Behavior Goal Example: Winnie

Given at least 5 opportunities for social interaction during a leisure recreation activity with peers (swim class, lunch, free play time) and with no prompt, Winnie will demonstrate appropriate social proximity to peers (as defined by 1.5 or more feet for close acquaintances and 3 or more feet for more casual acquaintances and not touching the other person without a reason obvious to the situation such as shaking hands or patting a back) for **90% of observed opportunities on 3 consecutive weekly observations.**



What might Winnie's progress report data and information look like?

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IEP Quality Website Tip of the Month



Reporting Student Progress

Behavior Goal Example: Winnie



Progress Update: Winnie had instruction in her life skills class about personal space and use of the verbal prompt “space” with a physical prompt of a light touch on the shoulder. Observational data taken twice a week for the past three weeks during lunch and free play time show that she is successful in backing away from peers to provide the appropriate space an average of 70% of the observed opportunities when given these prompts (see attached observation charts). We will work on removing the physical prompt once she reaches 90% response to both prompts in these settings.

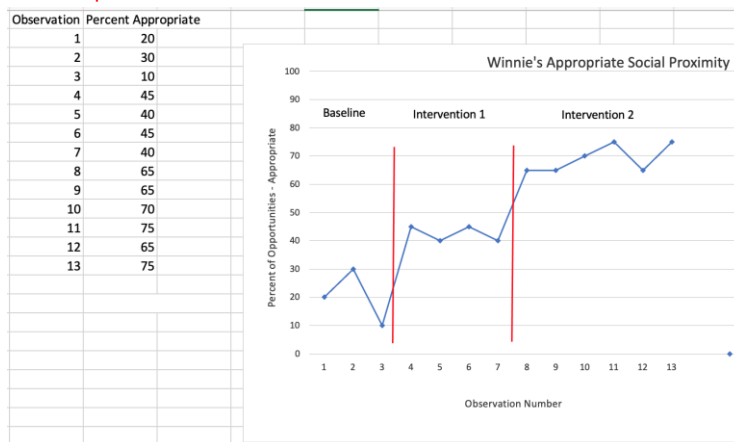
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IEP Quality Website Tip of the Month



Reporting Student Progress

Behavior Goal Example: Winnie



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IEP Quality Website Tip of the Month



Reporting Student Progress

Academic Goal Example: Marcus



When presented with a grade-level mathematical word problem that contains extraneous information and a list of commonly used mathematical terms, Marcus will be able to determine which information is relevant to solving the problem by underlining the relevant information in 8 out of 10 problems on three consecutive trials.

What might his progress report data and information look like?

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IEP Quality Website Tip of the Month



Reporting Student Progress

Academic Goal Example: Marcus



1st quarter: Using prompting questions, without teacher assistance Marcus can now identify what a word problem is asking 90-100% of the time without teacher assistance and identify what information he needs to find to answer the question 50% of the time. With teacher assistance he can now identify what information needs to be found to answer the question an average of 80% of the time. This is based on his twice-weekly probes containing three-word problems each ([see attached data charts](#)).

2nd quarter: According to our weekly assessments, Marcus can now answer the prompting questions without teacher assistance over 80% of the time, so we are adding in steps to identify the relevant information in the problem. With teacher support and examples, Marcus can now identify the phrases and numbers that might be relevant (excluding extra text) by circling them in 7 out of every 10 attempts, up from 2 out of 10 when we started ([see charts attached](#)). Once he can do this independent of teacher assistance, we will move on to underlining the information relevant to solving the problems.

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IEP Quality Website Tip of the Month

IEP Quality Project

Search the IEP-Q site: go

home | toolbox | student scenarios | **resource library** | myIEP-Q | sddoe | help | state admin

Home > Resource Library

Resource Library

Web Sites
Websites that may be helpful when writing an IEP.

Online Instructional and Curriculum Resources
Websites related to providing instructional lesson plans and ideas that may help when addressing a student's academic goals. Note that we do not endorse any particular site listed here, nor are we responsible for efficacy of the instructional resources provided on these sites.

Behavior Data Collection Forms
A list of forms that can be used to collect and track data on student behaviors. Blank, modifiable forms are available for download, along with a sample completed chart and basic instructions.

Example Goal and Objective Statements
A list of goals and objectives organized by category that can be used as examples of observable and measurable goals that can be easily tracked for progress reporting. These serve as examples ONLY and users are discouraged from using them as goals for IEPs being written, as annual goals should always be specific to the individual student.

Web Sites
Instruction & Curriculum
Behavior Data Collection Forms
Example Goal & Objective Statements
Special & General Education Collaboration

Left sidebar menu:
Evaluation & Reevaluation
Transition
Present Levels of Academic Achievement & Functional Performance
Goals and Objectives/Benchmarks
Accommodations
Assessment
Consideration of Special Factors
Least Restrictive Environment
Other IEP Topics
Common Core State Standards

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IEP Quality Website Tip of the Month

IEP Quality Project

Welcome, teacher [logout](#)

Information at: <https://sd.iepq.org>

Search the IEP-Q site: go

home | toolbox | student scenarios | resource library | myIEP-Q | sddoe | help

Home > Progress Codes / Comments

Progress Codes / Comments

Purpose of a Progress Report
A progress report is a method of communicating with parents/guardians and the student. It should clearly state what progress a student has made on his or her **IEP annual goals**.

In South Dakota, the Progress Reports on annual goals are integrated into the IEP Goals pages. Below are guidelines for their completion.

When a Progress Report must be filled out
A progress report must be completed and mailed to the parent/guardian of the student **at least as often as they are sent home for students in general education** who do not receive special education services. Be sure to always keep a copy of each Progress report in the student's file, particularly when writing a new IEP.

Progress Codes
The SD IEP Form offers four Progress Code options:

1. P = Progress Being Made
2. I = Insufficient Progress to meet goal
3. X = Not addressed during this reporting period

Examples:
Curtis Progress Report
Jenna Progress Report
Diego's Progress Report

Left sidebar menu:
Evaluation & Reevaluation
Transition
Present Levels of Academic Achievement & Functional Performance
Goals and Objectives/Benchmarks
Consideration of Standards
Measurable Annual Goal
Procedure Codes / Reporting to Parents
Short-term Objectives / Benchmarks
Progress Codes / Comments
Accommodations
Assessment

**Email Brandi Gerry
brandi.gerry@state.sd.us
for access to IEPQ.**


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February Behavior Tip

If You Expect It, Pre-correct It

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When to Reteach Behavior Expectations and Rules

1. What's your current data saying?
2. What does last year's data say?
3. If you don't collect data, when you feel a change in behavior
4. After a break
5. When you have a teachable moment
6. When you "know it's going to be a bad day"
7. Set a schedule for teaching behavior
8. Before an event
9. When there is a new student
10. When there is a change in expectations



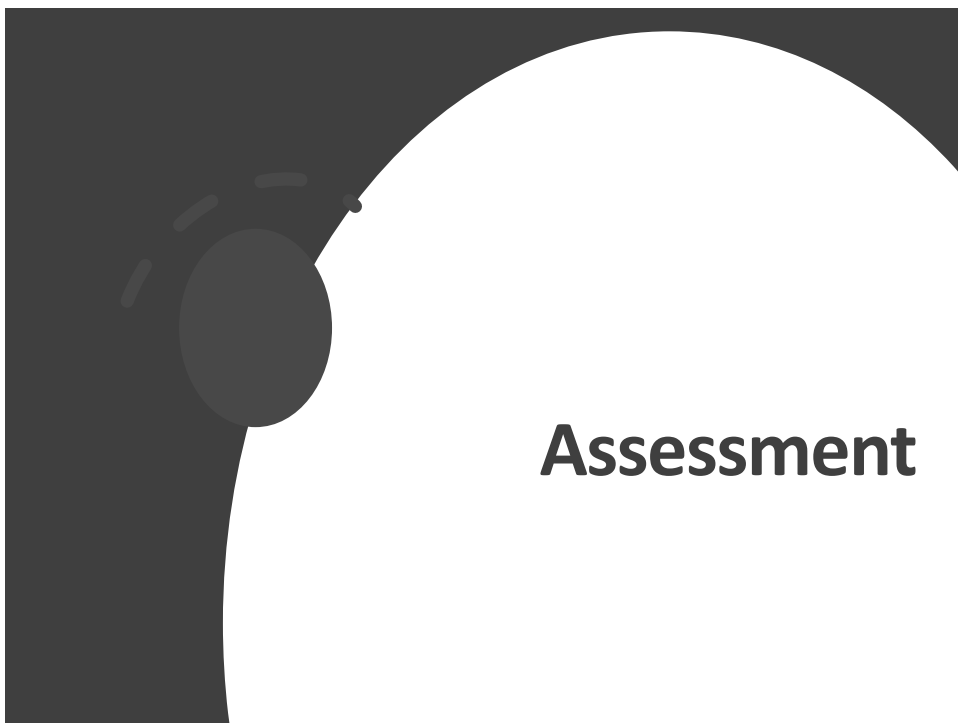
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How to Reteach Behavior Expectations



- Go** • Go to the area where the behavior is expected
- Model** • Model correct and incorrect behavior
- Teach** • Teach both expectations and rules
- Refer** • Refer to behavior poster that are posted
- Change** • Change behavior posters regularly
- Have** • Have students who struggle with remembering the rules demonstrate
- Create** • Create a video with students and staff

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Assessment

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- ELA, Math, and Science Assessments –
 - March 8 – May 7, 2021
- ELA and Math Alternate Assessments –
 - March 15 – May 7, 2021
- Science Alternate Assessment –
 - March 8 – May 7, 2021
- **No remote** assessment option available; test to the greatest extent possible
- SD did apply for a waiver; however, it hasn't been approved, yet
 - Waive Science assessment
 - Waive 95% participation
- At this point, move forward with plans to assess Science and Science-Alt
- **STAY TUNED**

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 A horizontal graphic with a dark purple background on the left and a light gray background on the right. The text "Assessment Webinars" is written in white on the left. On the right, there are two white boxes with dark purple headers. The top box is titled "Were conducted and recorded" and lists five webinars. The bottom box is titled "COMING SOON" and lists that power points and recordings will be posted at a specific URL.

Assessment Webinars

Were conducted and recorded

- Webinar 1: Common Elements for All Assessments
- Webinar 2: ELA, Math, Science, and Science Alt Assessments
- Webinar 3: MSAA Alt Assessment (ELA-Alt, Math-Alt)
- Webinar 4: Alternate Assessment Eligibility
- Webinar 5: Tools, Supports, and Accommodations

COMING SOON

- Power Points and recordings will be posted at <https://doe.sd.gov/Assessment/>

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Core Content Connector Training

Learn about the purpose, development, and use of core content connectors (CCCs). By the end of the training participants will be able to use resources to find CCC's and related content, as well as use core content connectors in instruction of the South Dakota Content Standards in ELA, Math, and Science for students with significant cognitive disabilities. The webinar will be an hour long with a 15 minute Q and A session to follow. Sign up for either day using the links below:

Wednesday, February 17th 3:30-4:30 PM:

<https://southdakota.gosignmeup.com/public/Course/browse?courseid=13123&AllowDirectLoad=1>

Thursday, February 18th 3:30-4:30 PM:

<https://southdakota.gosignmeup.com/public/Course/browse?courseid=13124&AllowDirectLoad=1>

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4 Ways Administrators Can Support Teachers During Testing Season

<https://www.lexialearning.com/blog/4-ways-administrators-can-support-teachers-during-testing-season#:~:text=Practical ways administrators can support teachers in test,time. 1. Provide regular reassurance of teachers' worth>

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1. Provide regular reassurance of teachers' worth

The meticulously scheduled and scripted hours of test administration can leave some teachers feeling unable to do the job they signed up for or make valuable connections with students.

It is up to the leadership team to remind teachers of the value they bring, reassuring them through motivating and encouraging discourse that their work matters a great deal to students and to the community—even during testing.



A few ideas for encouragement:

- Use data from prior test results to demonstrate how teachers' hard work and dedication has led to an increase in scores.
- Share touching stories via email or during meetings that highlight teacher support and student success during assessments.

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2. Give the gift of TIME

Testing puts extra pressure on teachers who can often feel crunched for time as it is. Be mindful of their schedules and take steps to reduce the impact. Prior to the start of testing, be sure to allocate technical training time for teachers who will be administering computer-based assessments.

Consider reducing the number of meetings or rescheduling lower-priority ones to a more suitable date. Ensure coverage for teacher breaks and reassign duties whenever possible to allow for teachers to make up for lost time.



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3. Ensure communication is clear and prompt

Assessments often bring many changes to the regular school environment. Alterations to schedules, room assignments, duties, and job expectations typically arise during test administration. By clearly communicating these changes to the team, teachers will feel informed and equipped for the changing tides.



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4. Show appreciation for their efforts

Testing can take a toll on teacher morale and enthusiasm, but little tokens of appreciation can go a long way in terms of boosting motivation.

- Surprise teachers with random acts of kindness—cover an extra duty, supply treats in the teachers' lounge, or announce a special after-school snack in a central location.
- Send an encouraging email telling them how much you appreciate their work on the front lines during testing.
- Bring in a service (such as a local yoga instructor or a massage chair) to help teachers relax after school. Many community members and local businesses are happy to reward the efforts of teachers by donating or discounting their goods or services.
- Take time during a scheduled meeting to reiterate support and appreciation for teachers' commitment to student success.



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Accountability

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Determination of Eligibility: Related Services Decisions

Related Service(s): Student therapy needs to be determined during IEP program development

ARSD 24:05:27:22 , 24:05:27:23, 24:05:27:24, 24:05:27:25, and 24:05:27:16

Criteria for Occupational Therapy Services

1. The student has a disability and requires special education;

☐ No – Stop Here ☒ Yes – Proceed to the next question:

2. The student must demonstrate performance on a standardized assessment instrument that falls at least 1.5 standard deviations below the mean in one or more of the following areas: fine motor skills, sensory integration, or visual; and

☐ No – Stop Here ☒ Yes – Proceed to the IEP team meeting and team will determine the following:

3. The student needs occupational therapy to benefit from special education.

Criteria for Physical Therapy Services

1. The student has a disability and requires special education;

☐ No – Stop Here ☒ Yes – Proceed to the next question:

2. The student must demonstrate performance on a standardized assessment instrument that falls at least 1.5 standard deviations below the mean on a standardized motor assessment instrument; and

☐ No – Stop Here ☐ Yes – Proceed to the IEP team meeting and team will determine the following:

3. The student needs physical therapy to benefit from special education.

Speech – Language Pathology

1. The student has a disability and requires special education;

☐ No – Stop Here ☒ Yes – Proceed to the IEP team meeting and team will determine the following:

2. To be provided as a related service, the IEP team must determine that the related service is required in order for the student to benefit from the special education program

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Early Childhood Participation and LRE Justification Clarification

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Participation with Non-disabled Peers

Documentation for this area is required for **ALL** students receiving special education services

Participation with Non-Disabled Peers		
Program Options	Non-Academic	Extracurricular
<input type="checkbox"/> Art	<input type="checkbox"/> Counseling	<input type="checkbox"/> Athletics
<input type="checkbox"/> Industrial Technology	<input type="checkbox"/> Meals	<input type="checkbox"/> Clubs
<input type="checkbox"/> Music	<input type="checkbox"/> Employment Referrals	<input type="checkbox"/> Groups
<input type="checkbox"/> Vocational Education	<input type="checkbox"/> Recess	<input type="checkbox"/> Recreation
<input type="checkbox"/> Family & Consumer Science	<input type="checkbox"/> Health Services	<input type="checkbox"/> Other _____
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	
Comments: _____		

The student is provided services in the home due to health and does not attend any regular Early Childhood setting.

Acceptable Examples

- Any early childhood program/preschool
- Residential or day program with 50% of the students without disabilities

Non-Acceptable Examples

- Sunday school every week
- Home-based program
- Residential facility serving students with disabilities only

If student **does not** participate in any regular EC programs this is noted in the 'Comments' section.

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Justification for Placement

Accept and Reject statements are required for **ALL** students receiving special education services

Justification for Placement—An explanation of the extent, if any, to which the student will not participate with non-disabled students in regular classes and non-academic activities.

(Please use accept/reject format for each alternative placement considered.)

1. Accept/**reject** statement is written for each option - **Preschool students only** – **you may combine the reject statements.**
2. During your discussion address potential harmful affects of the special education placement.

☐ The team addressed the potential harmful effects of the special education placement.

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EC Justification for Placement

Example:

0310 - Early Childhood setting 10 hrs/week	<input type="checkbox"/> Accept	Early Childhood settings have been rejected due to parent/guardian preference that the child does not attend any type of preschool setting until the child is at least 4 years old. Currently parent/guardian provides many opportunities for developmental growth within their daily activities within the home.
0315 - Early Childhood setting 10 hrs/week	<input checked="" type="checkbox"/> Reject	
0325 - Early Childhood setting Less than 10 hrs/week		
0330 - Early Child setting Less than 10 hrs/week		
0335 - Separate Class		
0345 - Separate School	<input type="checkbox"/> Accept <input checked="" type="checkbox"/> Reject	Because (Student's) developmental growth, except articulation, are on target the team rejected separate school.
0365 - Home	<input type="checkbox"/> Accept <input checked="" type="checkbox"/> Reject	The team rejected home placement because it is more restrictive and because of the distraction from his/her siblings within the setting.
0375 Service Provider Location	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	The service provider location will provide a quiet environment with fewer distractions, which is needed for (Student) to acquire his/her articulation sounds.

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EC Justification for Placement

Decisions should be based on:

- Academic reasons
- Determination of student needs based on evaluation results
- Individualized reasons (unique to student) or need for that placement

Decisions should not be based on:

- Parent request for specific setting
- Other students' placement
- Disability category
- Availability of services or space

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Special Education Data

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Indicator 7 Data Reports Available in SD STARS

- Only Special Education Directors and Administrators have access to the individualized district data in SD STARS
 - It is recommended you pull the reports and analyze with your early childhood team to determine:
 - If all students that should have been included were included
 - What students were not included in the report that should have been and why, for example:
 - Program notes incomplete or inaccurate
 - Incomplete evaluation results
 - Student is missing in database
 - Are your results where you want them or is there room for improvement?
 - Is there a data quality issue?
 - Are students receiving services in the LRE that is allowing them to progress?

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Indicator 7 Data SD STARS Report Names

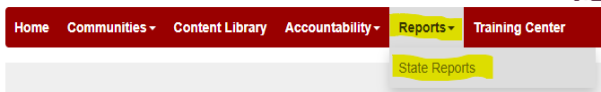
- Child Outcomes Summary
 - Overall summary of how many students fell in each category based on BDI entry and exit scores
- Child list
 - Includes a list of all students included in the data set
- Child No Assignment list
 - List of students who were not included
 - Missing or incorrect program note
 - Missing evaluation data
 - Student name or DOB incorrect or doesn't match campus
- How to access data on next slide

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How to Access South Dakota Stars

Instructions: <https://www.smcore.com/6sevi>
Find district account managers:
<https://doe.sd.gov/ofm/edudir.aspx>

1. Log-in
2. Select Reports



3. Hover over the report to for an explanation
4. Select one of the reports

SP.008.00-X – Child Outcomes Summary Form
SP.009.00-X – Indicator 7 - Social Emotional Skills
SP.010.00-X – Indicator 7 - Acquiring Knowledge and Skills
SP.011.00-X – Indicator 7 - Use of Appropriate Behaviors
SP.012.00-A – Children with No Assignments
SP.013.00-A – Part B Indicator 7 Child List

Provides the total number and percentage of children who fell within each of the five federally defined categories for progress for the three child outcomes, the percentage of those children who met the summary statements, and if the district met targets.

Student
Teacher
Accountability
Reporting
System (SD-
STARS) - Login

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BDI3 Program Label

Program Label

vs.

Program Note

- Program Note has been replaced with Program Label; same function, different name.
- Added Part C Entry/Transition to the Program Label
- Part C Entry/Transition is the program note to use when the student has been evaluated within 90 days of the student's third birthday.
- All other choices remain the same.

PROGRAM LABEL

Select Program Label(s)

- 0
- 1
- Part B Entry
- Part B Exit
- Part C Entry
- Part C Entry/Transition
- Part C Exit
- Transition

Part C Entry/Transition

- 0
- 1
- Part B Entry
- Part B Exit
- Part C Entry
- ✓ Part C Entry/Transition
- Part C Exit
- Transition

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Program Label- 90-Day Deadline

- The Program Label must be selected within 90 days of the date the Electronic Record Form (ERF) was committed.
- A monthly Program Label Report should be completed to ensure all Program Labels have been added to the students with committed ERFs.

Create a Report

REPORT TYPE*

DATA EXPORT NAME*

Data Export

Score Report

Family Report

✓ Data Export

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Miscellaneous

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School Based Medicaid Information

- Department of Social Services has updated the letter/informational sheet on Medicaid Covered Services
 - The form can be located at <https://doe.sd.gov/sped/IEP.aspx>

<div> <div></div> <div>School Based Medicaid Information</div> </div> <ul style="list-style-type: none"> Letter from US DOE Medicaid Covered Services Private Health Insurance Consent Form Medicaid Consent Form (spanish) Notification To Access Public Benefits Or Insurance(Medicaid) (spanish)
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Missing BDI3 Manipulatives

Blue blocks have been missing from several districts' manipulative kits.



<p>Technical Support</p> <p>Tel: 800-323-9540</p> <p>Email: techsupport@riversideinsights.com</p> <p>Technical Service Hours: Monday - Friday 7 A.M. - 6 P.M. Central Time</p>	<p>Customer Service</p> <p>Tel: 800-323-9540</p> <p>Fax: 630-467-7192</p> <p>Customer Service Hours: Monday - Friday 8 A.M. - 6 P.M. Central Time</p> <p>To Place Email Orders: orders@riversideinsights.com</p> <p>Customer Service Inquiries: inquiry@riversideinsights.com</p> <p>International Orders and Inquiries: international@riversideinsights.com</p>
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- Known as *Riverside Clinical Academy (RCA)*
- Office of Special Education Programs is working diligently to provide the best mode of training to meet the challenging schedules of therapists and evaluators.
- The contract with Riverside is being developed and should be completed with training scheduled the end of March or first part of April.
- **In the meantime** – please add the personnel who will be conducting evaluations to the hierarchy. We would like to begin using the BDI Users Listserv to keep districts notified of BDI-3 information. We will be using the emails associated with the BDI3 hierarchy.
 - a) The listserv will also be the platform for BDI users to ask general questions.



BDI3 Evaluator Training

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BDI3 Login

Riverside Insights
Clinical Products
(riversidescore.com)

Account Holders:

If the account holder has waited long to log in and the link has expired, these are the steps to take:

1. Type email address into the username box.
2. Click on "Forgot my password".
3. An email will be sent to reset the password.

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Conducting a Safe Early Childhood Assessment During COVID

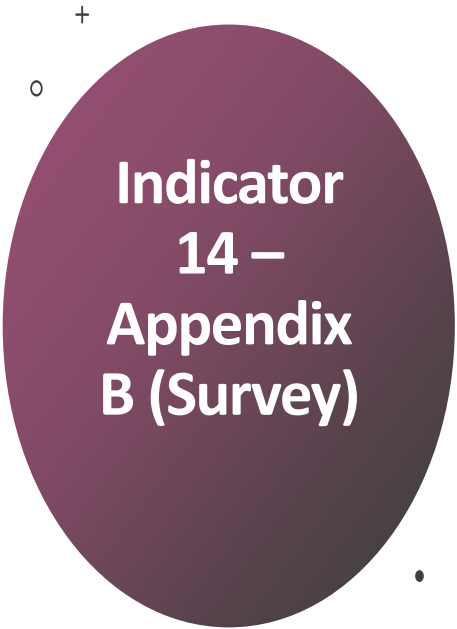
Sign up using this link:
[Conducting a Safe Early Childhood Assessment During COVID \(riversideinsights.com\)](https://riversideinsights.com)

or on the BDI3 Dashboard.

[Riverside Insights Clinical Products \(riversidescore.com\)](https://riversidescore.com)

Riverside Webinar
Thursday, February 18
11:00 AM MT
12:00 PM CT

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- We are asking for your help with this
- For those interested in volunteering to collect through a phone survey for your district.
- Email Beth.Schiltz@state.sd.us your district, contact name and information by March 12, 2021
- BHSU will be in contact with you with the names of your students and the protocols for the survey

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The TSLP Virtual

"Let's Talk Work" Event

Now Available!

<https://tslp.org/>

- Contains
 - Several activities
 - Several videos
- Educators should preview to determine what content to use with students.
- Can be viewed in multiple sessions.
- Contact your regional TSLP staff with any questions.



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Qualifications (Check All That Apply):

- ☒ **High School Diploma or Equivalent (Required)**
- ☐ Completed 48 credit hours
- ☐ Obtained an associate's degree, bachelor's degree, or higher
- ☐ Passed state test
- ☐ Other:

Paraprofessional Qualifications

- [ETS ParaPro | Prometric](#)
- The ParaPro test at home is offered online using Prometric's ProProctor™ application. To take the ParaPro test at home, you must have a computer with a camera, an internet connection and the ability to install a lightweight app (prior to the test event). You will be able to take the test online while a Prometric proctor is overseeing the examination process remotely.

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Congratulation on 2019-2020 Administrators of the Year

- **Honored At State Legislature**

Commending and honoring the 2019-2020 Outstanding School Administrators of South Dakota: Terry Nebelsick, Huron, School Superintendent; Kiley Cumbow, Pierre, Middle School Principal; Jason Bietz, Yankton, School Business Official; Tracy Vik, Sioux Falls, Elementary School Principal; Craig Cassens, Faulkton, Secondary School Principal; Chad Johnson, Watertown, Assistant Middle School Principal; Troy Wiebe, Pierre, Curriculum Leader; and **Sarah Heilman, Spearfish, Director of Special Education**, for being named Outstanding administrators by their respective administrator parent groups.

<https://sdlegislature.gov/Session/Bill/22169>

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Congratulations to February McTeacher of the Month



es: Sioux Falls School District

- Special Education Teacher Jamie Westra received this honor.
- Jamie teaches in the Sioux Falls School District
- <https://www.keloland.com/news/education/special-education-teacher-wins-mcteacher-of-the-month/>

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Congratulations to the Parent Nominated Special Education Staff of the Year Nominees!

**The winner will be
announced during
the awards
ceremony at the
Special Education
Conference**

Esther Crandall-Harrisburg
Jordann Hansen-Redfield
Erin VanDeStroet-Redfield
Kara Evans-Spearfish
Kim Smeenck-Belle Fourche
Kimberly Herr-Sioux Falls
Margaret Bias-Rapid City
Michelle Ruland-Wall
Peggy Boydsten- Rapid City

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Next SPED Director's Live Meeting

**March 2021:
Newsletter will be sent out.
No director call due to Special
Education Conference.**

Next Call: April 20, 2021

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FFY2019 STATE PERFORMANCE PLAN (SPP) RESULTS

- SPECIAL EDUCATION PROGRAMS
- FEBRUARY 16, 2021



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FFY2019 SPP

- The FFY19 State Performance Plan was submitted to OSEP on February 1st, 2021
- District not for public reports will be available to Sped Directors in March for review prior to publishing the public reports June 1st
 - Working on making reports available in SD STARS (see newsletter for training)
 - Will be emailed a secure link to retrieve the reports if not available in SD STARS
- Data for the FFY19 SPP includes SY19-20 data, except for Indicators 1, 4, 9/10, and 14 which are lag years (18-19 data)

Federal Fiscal Year (FFY)
School Year (SY)

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south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Special Education Programs

State Performance Plan Indicator Contacts

Linda Turner, Director
Linda.turner@state.sd.us
605.773.3678

Accommodations and High School Transition
Beth Schiltz - 605.773.4257
Beth.Schiltz@state.sd.us

- Instructional and State Assessment Accommodations
- Graduation (Ind 1)
- High School Transition (Ind 13)
- Post-High school Outcomes data (Ind 14)

Monitoring
Melissa Flor - 605.773.6119
Melissa.Flor@state.sd.us

- Monitoring/Results Driven Accountability (RDA)
- 6-21 Special Education Setting/Least Restrictive Environments (LRE) (Ind 5)
- Disproportionality (Ind 9&10)
- Significant Disproportionality

Alternate Assessment
Jessica Ahlers - 605.295-3441
Jessica.Ahlers@state.sd.us

- Alternate Assessment
- 1% Waiver
- Assessment Data (Ind 3)
- Parent Surveys (Ind 8)

Wendy Trujillo, Assistant Director
Wendy.trujillo@state.sd.us 605.773.3678

- Dispute Resolution (Ind 15 & 16)
- Special Education Listserv
- SD Advisory Panel for Children with Disabilities

Behavior
Rebecca Cain - 605.280.3568
Rebecca.Cain@state.sd.us

- Multi-tiered Systems of Support (MTSS)
- Positive Behavior Intervention and Supports (PBIS)
- Dyslexia
- English Language Learners
- Dropout data (Ind 2)
- Suspension/Expulsion data (Ind 4)
- Coordinated Early Intervening Services (CEIS) federal and state

Evidence Based Practices
Brandi Gerry - 605.295.3536
Brandi.Gerry@state.sd.us

- State Systemic Improvement Plan (SSIP) (Ind 17)
- State Personnel Development Grant (SPDG)
- IEPO System

Special Education Data
Angel Corrales - 605.773.3783
Angel.Corrales@state.sd.us

- Child Count
- Sped Data Reporting

Preschool Section 619 (children ages 3-5)
Debra Willert - 605.773.2594
Debra.Willert@state.sd.us

- Preschool Least Restrictive Environment (Ind 6)
- Preschool Outcomes (Ind 7)
- Initial Evaluation Timeline (Ind 11)
- Part C to B Transition (Ind 12)
- Early Childhood Outcomes Listserv
- Battelle Developmental Inventory –II (BDI2)

Division of Finance and Management Data Office
605.773.3248

- Infinite Campus data entry
- SD-STARs
- December 1 Child Count Reporting
- Federal IDEA allocation
- Maintenance of Effort

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RESULTS VS. COMPLIANCE

RESULTS INDICATORS	COMPLIANCE INDICATORS
Indicator 1: Graduation	Indicator 4B: Suspension/Expulsion by Race/Ethnicity
Indicator 2: Dropout	Indicator 9: Disproportionate Racial/Ethnic Representation
Indicator 3: Statewide Assessment	Indicator 10: Disproportionate Racial/Ethnic Representations in Specific Eligibility Categories
Indicator 4A: Suspension/Expulsion	Indicator 11: Child Find
Indicator 5: Educational Environments	Indicator 12: Early Childhood Transition
Indicator 6: Preschool Environments	Indicator 13: Secondary Transition
Indicator 7: Preschool Outcomes	Indicator 15: Resolution Sessions
Indicator 8: Parent Involvement	Indicator 16: Mediation
Indicator 14: Post-School Outcomes	
Indicator 17: SSIP-SIMR (PILOT)	

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INDICATOR 1: GRADUATION

RESULTS

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INDICATOR 1: GRADUATION RATE

- PERCENT OF YOUTH WITH IEPS GRADUATING FROM HS WITH A REGULAR DIPLOMA IN 4 YEARS
- **Data Source:** SIMS (Infinite Campus)
Data includes any student who started 9th grade four years earlier and graduated with a regular high school diploma.
Note: Students who are coded as diploma with requirements modified by the IEP team are not counted in the graduation cohort
- **Collection Method:** Information is collected through SIMS/Campus utilizing the enrollment tab. It is the ESEA graduation calculation.
- **Collection Dates:** Student who started 9th grade four years earlier and how many graduated with regular diploma in 4 years
- **Data Submission Date:** Second Friday in June

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INDICATOR 1: GRADUATION RATE CALCULATION

$$A \div (B+C-D-E) \times 100$$

- A= Students with IEPs (SWD) in grades 9-12 who graduated in 4 years (cohort).
- B= 9th grade SWD (cohort)
- C= SWD who transferred into cohort
- D= SWD who transferred out of cohort
- E= SWD who emigrated or died

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INDICATOR 1: GRADUATION RATE

Description	Data
Number of youth with IEPs graduating with a regular diploma	422
Number of youth with IEPs eligible to graduate	585
Regulatory four-year adjusted-cohort graduation rate table	72.14%

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INDICATOR 2: DROP OUT

RESULTS

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INDICATOR 2: DROPOUT RATE

Measurement

Percent of students with IEP's
dropping out of high school.



64

INDICATOR 2: DROPOUT RATE

How Indicator 2 is Calculated:

- Uses lag year data (2019-2020 SPP uses 2018-2019 school year data)
- Information collected through Campus
 - Dropped out (Exit Code 08) or
 - Moved Not known to Continue (Exit Code 07).

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INDICATOR 2: DROPOUT RATE

Calculation for Indicator 2

$$A \div B \times 100 = \text{Dropout \%}$$

**A = 100 students on IEPs in SD dropped out (Exit Code 08) +
36 students on IEPs in SD moved not known to continue (Exit Code 07)**

B = 5336 students with IEPs in ages 14-21

$$136 \div 5336 \times 100 = 2.55 \% \text{ dropout rate}$$

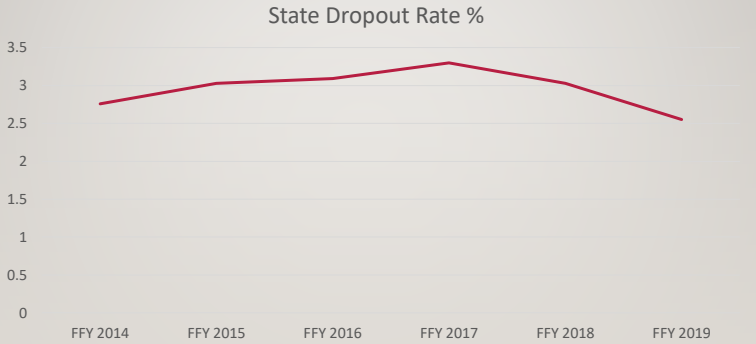
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INDICATOR 2:
DROPOUT RATE PREVIOUS DATA

FFY 2019 SPP/APR Data						
(Required)	(Required)					
Number of youth with IEPs who exited special education due to dropping out		FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
	Total number of High Si					
136	5336	3.01%	2.4	2.55%	Did Not Meet Target	No Slippage

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INDICATOR 2:
DROPOUT RATE CURRENT DATA



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INDICATOR 2: CONSIDERATIONS



What is the
students
transition
plan?

Number of
suspensions is
linked to
student
dropout

How can we
make learning
more
meaningful?

Use
technology to
engage
students

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INDICATOR 3: 3B: PARTICIPATION 3C: PROFICIENCY

RESULTS

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INDICATOR 3:
ASSESSMENT DATA

- **3B:** Participation on Statewide Assessment
- **3C:** Proficiency
- **Data source:** Smarter Balance/MSAA along with SIMS
- **Reports:** SD STARS and State Report Card
- **Collection Dates:** Campus student data updated by 2nd Friday in June and assessment window
- **Submission Date:** Student Data finalized in campus by 2nd Friday in June

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INDICATOR 3B:
PARTICIPATION



$$A \div B \times 100 = \%$$
Participation

A. # of students with IEPs participating in the assessment
B. # of students with IEPs in grades 3-8 & 11 during the testing window (reading & math calculated separately)



Participation rate is based on all students with IEPs in the district as of May 1 in grade 3-8 & 11.

72

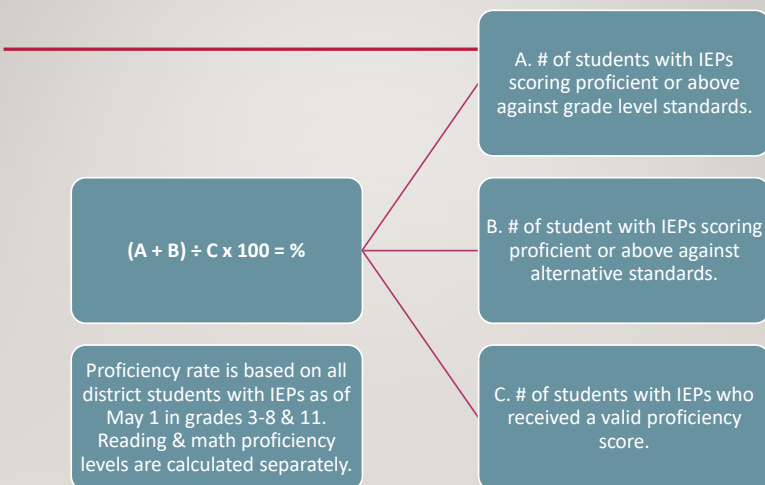
INDICATOR 3B: PARTICIPATION

	Number of children with IEPs	Number of children with IEPs participating	FFY 2019 Target	FFY 2019 Data	FFY 2018 Data	FFY 2017 Data	Status	Slippage
Reading			99.40%		99.32%	99.32%		
Math			99.40%		99.22%	99.25%		

- No assessment in Spring of 2020 so no participation data
- Target of 99.4% has remained the same since at least FFY2013
- Have not dipped below 99%
- Have decided to leave at 99.4% as this is already a high target

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INDICATOR 3C: PROFICIENCY



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INDICATOR 3C: PROFICIENCY

	Children with IEPs who received a valid score & proficiency was assigned	Number of children with IEPs Proficient	FFY 2019 Target	FFY 2019 Data	FFY 2018 Data	FFY 2017 Data	Status	Slippage
Reading			33.31%		18.43%	18.83%		
Math			28.82%		16.73%	17.78%		

- Determined by: Children with IEP students who received a valid score and a proficiency was assigned. (Full Academic Year (FAY) does not apply) (Smarter Balanced and MSAA)
 - No assessment given in spring 2020 thus no proficiency data
 - Targets were lowered but not needed as no assessment was given
- New Targets will need to be set once testing resumes

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INDICATOR 4 4A& 4B: SUSPENSION/EXPULSION

4A: RESULTS
4B: COMPLIANCE

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INDICATOR 4A: SUSPENSION/EXPULSION

Measurement

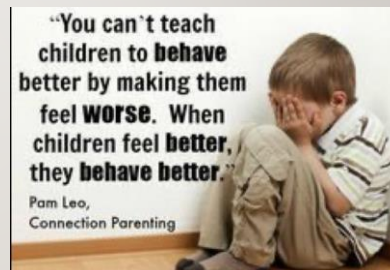
Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with IEPs for greater than 10 days (consecutive or accumulated) in a school year



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INDICATOR 4A: SUSPENSION/EXPULSION

- Percentage of students with disabilities **with out of school suspension** greater than 10 days
- Data is collected through secure Launchpad site
- Due July 1
- Uses lag year data (2019-2020 SPP uses 2018-2019 data)
- Only report on districts with an N size of 10 or greater



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INDICATOR 4A: SUSPENSION/EXPULSION

Calculation Example 4A

$$(A \div C) \times 100 = \% \text{ Suspended}$$

If greater than **5% of the district's child count** is suspended, the district is flagged for **significant discrepancy**.

A = 28 students with IEPs suspended or expelled >10 school days during the year

C = 340 District total SPED Child Count

$$(28 \div 340) \times 100 = 8.23\% = \text{significant discrepancy}$$

(8.23% is above the 5% discrepancy rate allowed so district is flagged)

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INDICATOR 4A: SUSPENSION/EXPULSION

Because of the minimum N size of 10, SD has only had two districts that suspended greater than 10 students.

The target was changed from 33.33% to 0% for this reporting period

Number of districts that have a significant discrepancy	Number of Districts that met the State's minimum n-size	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
0	2	0.00%	0.00%	0.00%	Met Target	No Slippage

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INDICATOR 4B: SUSPENSION/EXPULSION BY RACE/ETHNICITY

Measurement

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of students with IEPs of greater than 10 days (consecutive or accumulated) in a school year for; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

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INDICATOR 4B: SUSPENSION/EXPULSION BY RACE/ETHNICITY

- Percentage of students with disabilities with out of school suspension greater than 10 days disaggregated by race/ethnicity
- Uses same data entered for 4A
- Uses lag year data (2019-2020 SPP uses 2018-2019 school year data)
- Compliance= SD cannot have any districts flagged (Need 0%)



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INDICATOR 4B: SUSPENSION/EXPULSION BY RACE/ETHNICITY

How Indicator 4B is Calculated

B = Students with IEPs by race and ethnic group suspended/ expelled in the district >10 school days during the school year

C = District Child Count

$(B \div C) \times 100 = \% \text{ suspended by race/ethnicity}$

If greater than 5% of the district child count is suspended, the district is flagged for significant discrepancy.

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INDICATOR 4B: SUSPENSION/EXPULSION BY RACE/ETHNICITY

Calculation Example 4B

B = 11 Native American Students with IEPs suspended or expelled >10 school days during the year.

C = 340 Total SPED Child Count

$(11 \div 340) \times 100 = 3.23\%$ of Native American students suspended does NOT = significant discrepancy

(3.23 % is below the 5% discrepancy rate allowed so district is not flagged)

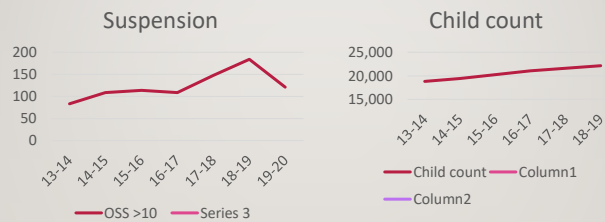
84

INDICATOR 4B: SUSPENSION/EXPULSION BY RACE/ETHNICITY

Number of districts that have a significant discrepancy, by race or ethnicity	Number of those districts that have policies procedure, or practices that contribute to the significant discrepancy and do not comply with requirements	Number of Districts that met the State's minimum n-size	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
0	0	2	0.00%	0%	0.00%	Met Target	No Slippage

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SUSPENSION TREND



86

INDICATOR 4A AND 4B: CONSIDERATIONS



When students miss instruction, they fall further behind



Is there an effective behavior plan in place?



Need to figure out why the behaviors are occurring



Look for alternatives

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INDICATOR 5: LEAST RESTRICTIVE ENVIRONMENT AGES 6-21

RESULTS


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INDICATOR 5: LEAST RESTRICTIVE ENVIRONMENT AGES 6-21

Measurement: Percent of children with IEPs aged 6 through 21:

- A.** Inside the regular class 80% or more of the day;
- B.** Inside the regular class less than 40% of the day; and
- C.** In separate schools, residential facilities, or homebound/hospital placements.

Indicator Goal: The goal of Indicator 5 is to determine whether students with IEPs are appropriately placed in the least restrictive educational environment

 **Indicator Connections:** When students with IEPs receive instruction in the least restrictive environment, they are more likely to demonstrate success on the statewide assessment (Ind. 3), to effect graduation rate (Ind. 1), and the dropout rate (Ind. 2).



Students placed in the general education classroom 40-79% of their day (Resource Room) are not represented in Indicator 5.

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INDICATOR 5: LEAST RESTRICTIVE ENVIRONMENT AGES 6-21

Enter and Accessing the Data

- Collection Method: IEP teams determine least restrictive environment depending on needs of student.
- It is entered into SIMS/Infinite Campus.

Collection and Submission Date:
December 1 Child Count

Calculation Guide

Reg. Classroom w. Modifications

$$A \div D \times 100$$

Self-Contained Classroom

$$B \div D \times 100$$

Out of District

$$C \div D \times 100$$

A = Students with IEPs served in regular classroom 80% or more of the day

B = Students with IEPs served in regular classroom less than 40% of the day

C = Students with IEPs served in separate schools, residential facilities, or homebound/hospital placements

D = Total students age 6-21 with IEPs

Resources Support Inclusive Environments

- IRIS Center: <http://iris.peabody.vanderbilt.edu>
- SD DOE State Performance Plan webpage: <http://doe.sd.gov/oess/spe-d-SPP.aspx>
- Florida's Multi Tiered Systems of Support: <http://www.florida-rti.org/floridaMTSS/index.htm>

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5 A DATA: GENERAL EDUCATION SETTING

- This setting indicates students with disabilities spending majority of day with peers. Percentage should increase over time.



Number of children with IEPs age 6 through 21 served	Total number of children with IEPs aged 6 through 21	FFY 2019 Target	FFY 2019 Actual Percentage	Did state meet target?
14143	19136	68.00%	73.91%	Yes

State has historically continued to increase this percentage over the last 6 years.

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INDICATOR 5 B: LESS THAN 40% WITH PEERS

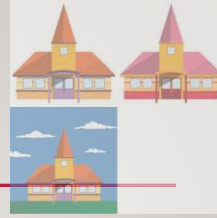
- State needs the percentage to decrease as more students are participating with peers.
- State reduce percentage of students in self-contain from December 1, 2018 child count of 5.57% to December 1, 2019 to 5.38%.
- State has historically been increasing in this area until 2019.



Number of children with IEPs age 6 through 21 served	Total number of children with IEPs aged 6 through 21	FFY 2019 Target	FFY 2019 Actual Percentage	Did state meet target?
1029	19136	6.00 %	5.38%	Yes

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5C DATA: SEPARATE, RESIDENTIAL, AND HOME/HOSPITAL



- We want the percentage to decrease since students are considered in most restrictive environment and spend the most time away from peers.
- Historically, this area percentage has been decreasing over last 6 years.

Number of children with IEPS age 6 through 21 served	Total number of children with IEPS aged 6 through 21	FFY 2019 Target	FFY 2019 Actual Percentage	Did state meet target?
380	19136	3.29%	1.99%	Yes

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INDICATOR 6: LEAST RESTRICTIVE ENVIRONMENT AGES 3-5

RESULTS

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INDICATOR 6: LEAST RESTRICTIVE ENVIRONMENT AGES 3-5

- **Indicator Goal:** To provide preschool children with disabilities services in the least restrictive environment (LRE) by increasing the number of children attending a regular EC program while receiving services in the EC program and decreasing the number of children attending a separate special education class, separate school or residential facility or receiving services in another location.
- **Measurement:**
 - Percent of children ages 3 through 5 years with IEPs attending:
 - 6A: Regular early childhood program receiving the majority of special education and related service hours in the regular early childhood program (want to see it increase)
 - 6B: Separate special education class, separate school or residential facility (want to see decrease)

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INDICATOR 6: LEAST RESTRICTIVE ENVIRONMENT (3-5) CALCULATION

- **Continuum of Alternative Placements (Ages 3-5)**
- ☐ **310 Early Childhood Setting-10 hrs.+/week services in Reg EC program (A1)**
- ☐ 315 Early Childhood Setting-10 hrs.+/week services in other location (A2)
- ☐ **325 Early Childhood Setting-Less than 10hrs/wk. services in Reg EC program (B1)**
- ☐ 330 Early Childhood Setting-Less than 10hrs/wk. services in other location (B2)
- ☐ **335 Special Education Class (C1)**
- ☐ **345 Separate School (C2)**
- ☐ **355 Residential Facility (C3)**
- ☐ 365 Home
- ☐ 375 Service Provider Location

6A	$\frac{(A1 + B1) \div F \times 100}{(310 + 325) \div \text{total \# of kids ages 3-5} \times 100}$
6B	$\frac{[(C1 + C2 + C3) \div F] \times 100}{[(335 + 345 + 355)] \div \text{total \# of kids ages 3-5} \times 100}$

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INDICATOR 6: LEAST RESTRICTIVE ENVIRONMENT AGES 3-5

FFY 2019 SPP/APR Data					
Preschool Environments	Number of children with IEPs aged 3 through 5 served	Total number of children with IEPs aged 3 through 5	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	723	3,039	23.33%	21.65%	23.79%
B. Separate special education class, separate school or residential facility	415	3,039	14.85%	16.16%	13.66%

DESCRIPTION	DATA
F) Total # of students with IEPs ages 3-5 (all categories)	3,039
A1) # of students attending a regular early childhood (EC) program and receiving the majority of sped and related services <i>IN</i> the EC program (A1 = 310 and 325)	723
C1) # of students attending a separate sped class (335)	0
C2) # of students attending a separate school (345)	405
C3) # of students attending a residential facility (355)	25

6A	6B
Increase by .46 %	Decrease by 1.19%

97

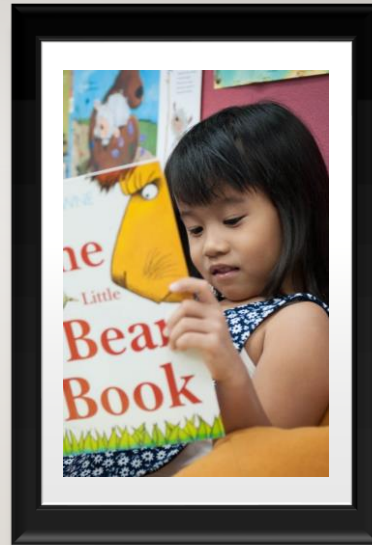
INDICATOR 7: PRESCHOOL OUTCOMES

RESULTS

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INDICATOR 7: PRESCHOOL OUTCOMES

- **Indicator Goal:** To track children's functioning at entry and exit in the 3 outcomes areas in order to determine quality of services to children and families and identifies areas of program improvement.
- **How is it measured?**
 - Percent of children ages 3 through 5 with IEPs who demonstrate improved:
 - Positive social-emotional skills (including social relationships);
 - Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
 - Use of appropriate behaviors to meet their needs.



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INDICATOR 7: PRESCHOOL OUTCOMES

Each student is placed into one of the categories to the right for each of the 3 outcome areas based on their entry and exit scores.

a. Preschool children who did not improve functioning
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it
d. Preschool children who improved functioning to reach a level comparable to same-aged peers
e. Preschool children who maintained functioning at a level comparable to same-aged peers

- **Summary Statement 1:** Of those preschool children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 or exited the program.
 - $(c + d) / (a + b + c + d) = \%$
- **Summary Statement 2:** Percent of children who were functioning within age expectations by the time they turned 6 or exited the program.
 - $(d + e) / (a + b + c + d + e) = \%$

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INDICATOR 7: POSITIVE SOCIAL-EMOTIONAL SKILLS (OUTCOME A)

Outcome A Progress Category	Number of children		Percentage of Children			
a. Preschool children who did not improve functioning	0		0.00%			
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	100		14.60%			
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	82		11.97%			
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	128		18.69%			
e. Preschool children who maintained functioning at a level comparable to same-aged peers	375		54.74%			
Outcome A	Numerator	Denominator	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status
A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 5 years of age or exited the program. Calculation: $(b+c+d+e)/n$	210	310	67.11%	79.35	67.74%	Did Not Meet Target
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 5 years of age or exited the program. Calculation: $(d+e)/(d+e+h)$	503	685	71.79%	84.35	73.43%	Did Not Meet Target

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INDICATOR 7: ACQUIRING AND USE OF KNOWLEDGE AND SKILLS (OUTCOME B) (INCLUDES EARLY LANGUAGE/COMMUNICATION)

Outcome B Progress Category	Number of Children		Percentage of Children			
a. Preschool children who did not improve functioning	0		0.00%			
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	202		28.49%			
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	156		22.77%			
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	120		17.32%			
e. Preschool children who maintained functioning at a level comparable to same-aged peers	207		30.22%			
Outcome B	Numerator	Denominator	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status
B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 5 years of age or exited the program. Calculation: $(b+c+d+e)/n$	276	478	56.71%	69.5	57.74%	Did Not Meet Target
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 5 years of age or exited the program. Calculation: $(d+e)/(d+e+h)$	327	685	51.99%	57.96	47.74%	Did Not Meet Target

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INDICATOR 7: USE OF APPROPRIATE BEHAVIORS TO MEET THEIR NEEDS (OUTCOME C)

Outcome C Progress Category		Number of Children		Percentage of Children	
a. Preschool children who did not improve functioning		0		0.00%	
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers		135		19.71%	
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it		93		13.58%	
d. Preschool children who improved functioning to reach a level comparable to same-aged peers		110		16.06%	
e. Preschool children who maintained functioning at a level comparable to same-aged peers		347		50.66%	

Outcome C	Numerator	Denominator	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status
C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 5 years of age or exited the program.	205	338	58.35%	71.6	60.06%	Did Not Meet Target
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 5 years of age or exited the program.	457	685	66.13%	73.6	66.72%	Did Not Meet Target

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INDICATOR 8: PARENT INVOLVEMENT

RESULTS

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INDICATOR 8: PARENT INVOLVEMENT

- Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities
- Ensure that all families are given an opportunity to respond and that the surveys are being distributed. We internally check district response rate and if they don't have sufficient return rate a corrective action plan will be issued.

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INDICATOR 8: PARENT INVOLVEMENT

A / B X 100 = % OF PARENTS THAT RESPONDED POSITIVELY

A= # of respondent parents of students with IEPs reporting that districts facilitated parent involvement as a means of improving services and results for their child with an IEP

B= Total number of respondent parents of students with IEPs

EXAMPLE:

- **25** parents responded that the district facilitated parent involvement (A)
- **40** parents of students with IEPs responded (B)

$$(25 / 40) \times 100 = 62.5\%$$

of parents responded positively

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INDICATOR 8: STATEWIDE PARENT SURVEY RESULTS

Number of respondent parents who reported schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Total number of respondent parents of children with disabilities.	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
5,281	6,019	87.77%	79%	87.74%	Met Target	.03% decrease

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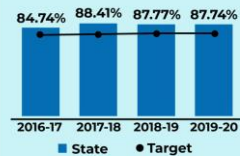
INDICATOR 8: HIGHLIGHTS

- In 2019-20, the South Dakota Part B Parent Survey was distributed to all parents of students receiving special education services (20,060). A total of 6,019 surveys were returned for a response rate of 30.00%.
- Over 80% of the parents had positive responses on all 12 survey items. On 10 of the 12 survey items, 90% or more of the parents had positive responses.

Parent Involvement Over Time

The overall parent involvement score decreased by 0.03 percentage points from 2018-19 to 2019-20.

The State met its target of parent involvement (79.0%) for 2019-20.



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INDICATOR 8: HIGHLIGHTS

Most parents agreed that:

- A. IEP meetings address certain issues ("IEP").** For example:
 - 10. My child's school carried out the current IEP as written and discussed (94% agreed).
- B. The school encourages parents to be an equal partner ("Partnership").** For example:
 - 1. I am treated as an equal partner with my child's teachers and other professionals in planning his/her special education program (95% agreed).
- C. The school provides information on options parents can take to help their child ("Information").** For example:
 - 5. My child's school makes sure that I understand my options if I disagree with a decision of the school (90% agreed).
- D. The school adequately communicates with parents ("Communication").** For example:
 - 8. My child's teachers are available to me (in person, by phone, or via email) (95% agreed).

Scale Scores Over Time

The 12 items are grouped into four scales. Average scores are similar over time.



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INDICATOR 8: HIGHLIGHTS

Item Results

On all 12 items, over 80% of parents expressed a positive attitude. The three highest-rated items and the two lowest-rated items are listed below:

8. My child's teachers are available to me.	95%
1. I am treated as an equal partner.	95%
11. Information about my child's program is understandable.	95%
7. I am involved in discussions about post-secondary school.	86%
6. The school provides information on organizations that offer support.	84%

The three survey items with the highest level of agreement have to do with the areas of Communication and Partnership.

- Communication: 8. My child's teachers are available to me (in person, by phone, or via email) (95% agreed).
- Communication: 11. Information I receive about my child's special education program is written in an understandable way (95% agreed).
- Partnership: 1. I am treated as an equal partner with my child's teachers and other professionals in planning his/her special education program (95% agreed).

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INDICATOR 8: HIGHLIGHTS

The two survey items with the lowest levels of agreement have to do with the area of Information.

- Information: 6. My child's school provides information on organizations that offer support for parents of students with disabilities (84% agreed).
- Information: 7. **For parents of students in grades 8 or above:** I have been involved in discussion with my child's school related to post-secondary school (college, technical, or other setting), employment and/or independent living, and adult service agencies (86% agreed).

111

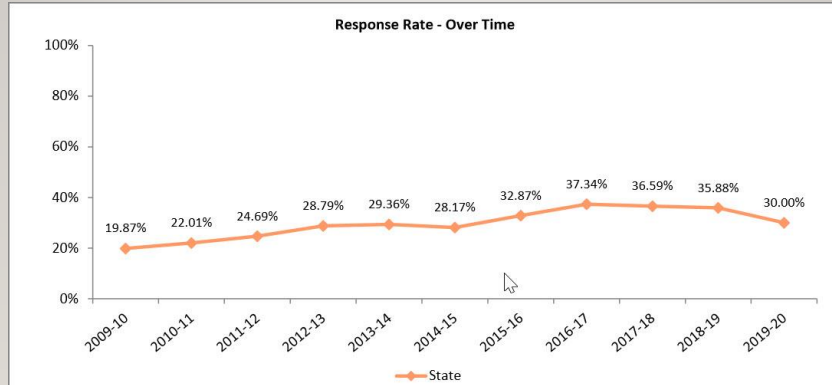
INDICATOR 8: RESPONSE RATE

Remember:

- The response rate is very important to determine an accurate reflection of the satisfaction of parents of students on IEPs in an individual district. Creating appropriate distribution and completion strategies is critical so that the district is more able to make improvement strategies based on measurable data.

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	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Number in Sample	17,707	18,026	17,825	18,158	18,354	18,986	17,683	18,398	19,175	19,709	20,060
Number Responded	3,518	3,968	4,401	5,227	5,388	5,348	5,813	6,869	7,017	7,072	6,019
State Percent Responded	19.87%	22.01%	24.69%	28.79%	29.36%	28.17%	32.87%	37.34%	36.59%	35.88%	30.00%



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INDICATOR 9 & 10: DISPROPORTIONATE REPRESENTATION

COMPLIANCE

114

INDICATOR 9 AND 10: DISPROPORTIONALITY

- It is about ensuring that all students are appropriately identified in Special Education and not over identification in a specific race/ethnic group.
- Target is 0% of South Dakota districts are not identified for inappropriate practices.



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INDICATOR 9 AND 10: DISPROPORTIONALITY

Indicator 9 Measurement: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

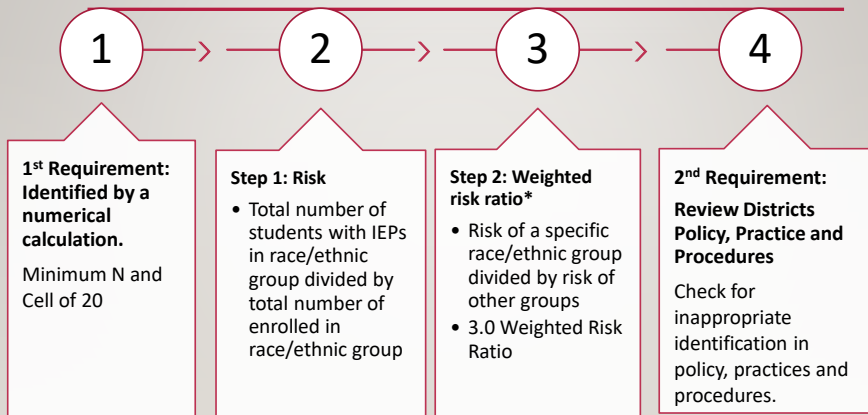
Includes all students on an IEP by race/ethnic group.

Indicator 10 Measurement: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Includes disability categories: Specific Learning Disability, Cognitive Disability, Emotional Disturbance, Autism Spectrum Disorder, Other Health Impaired, and Speech

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INDICATOR 9 & 10: CALCULATION



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INDICATOR 9: DATA

Includes all students on an IEP by race/ethnic group.

- This means that 1 district met the numerical threshold was not identified with inappropriate identification.
- Historically South Dakota has met the 0% target.

Number of districts with disproportionate representation of racial and ethnic groups in Sped.	Number districts that resulted of inappropriate identification.	Number of districts that met the state's minimum N and or Cell size.	Target: 0%
1	0	33	Met target and no slippage

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INDICATOR 10:
DATA

Includes disability categories:
Specific Learning Disability,
Cognitive Disability, Emotional
Disturbance, Autism Spectrum
Disorder, Other Health
Impaired, and Speech
Language

- This means that 2 districts met the numerical threshold was not identified with inappropriate identification.
- Historically South Dakota has met the 0% target.

Number of districts with disproportionate representation of racial and ethnic groups in Sped.	Number districts that resulted of inappropriate identification.	Number of districts that met the state's minimum N and or Cell size.	Target: 0%
2	0	14	Met target and no slippage

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INDICATOR 11:
INITIAL EVALUATIONS

COMPLIANCE

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INDICATOR 11: INITIAL EVALUATIONS

- **Indicator Goal:** To improve efforts to locate and serve students with disabilities by ensuring 100% of children with parental consent to evaluate, are completed within 25 school days.
- **Measurement:** Percent of children who were evaluated within the 25-school day timeline from receiving parental consent to evaluate.
 - Indicator 11 is *Initial Evaluations* only.
 - District evaluation timeline records and/or dates are collected throughout the school year.

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INDICATOR 11: INITIAL EVALUATIONS

▪ Calculation:

A = # of students for whom parental consent was received

B = # of students whose evaluations were completed within 25-school days

C = % of initial evaluations completed within 25-school days

$(B \div A) \times 100 = C$ % of initial evaluations met timeline

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status
4070	4064	99.94%	100%	99.85%	Did Not Meet Target

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INDICATOR 11: INITIAL EVALUATIONS DATA BREAKDOWN

- **Number of districts found out of compliance**
 - 6 out of 149 districts
- **Total number of student files out of compliance**
 - 7 individual student files
- **Reason's timelines were not met**
 - Evaluator was unavailable
 - Poor Scheduling
 - Parent wanted further testing

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INDICATOR 12: PART C TO PART B TRANSITION

COMPLIANCE

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INDICATOR 12: PART C TO PART B TRANSITION

- **Indicator Goal:** To ensure seamless transitions for children and families as they move from Part C to Part B so they can access appropriate services in a timely manner.
- **Measurement:** Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday:
 - Part B Special Education Programs verifies district submission with the Part C exit data report.
 - District evaluation timeline records and/or dates are collected throughout the school year.

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INDICATOR 12: PART C TO PART B TRANSITION

- **Calculation:**
 - **A** = # of children who have been served in Part C and *referred* to Part B for eligibility determination.
 - **B** = # of those referred determined to be **NOT eligible** and whose eligibilities were determined prior to their third birthdays.
 - **C** = # of those found **eligible** who have an IEP developed and implemented by their third birthdays.
 - **D** = # of children for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR 300.301(d) applied.
 - **E** = # of children who were referred to Part C less than 90 days before their third birthdays.
 - $[C \div (A - B - D - E)] \times 100 = \%$

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INDICATOR 12: PART C TO PART B TRANSITION

FFY 2019 SPP/APR Data							
a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.			428				
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.			146				
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.			423				
d. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR 300.301(d) applied.			3				
e. Number of children who were referred to Part C less than 90 days before their third birthdays.			29				
f. Number of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR 300.211 or a similar State option.			0				
Measure	Numerator (c)	Denominator (a-b-d-e-f)	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	423	427	96.65%	100%	99.06%	Did Not Meet Target	No Slippage
Number of children who served in part C and referred to Part B for eligibility determination that are not included in b, c, d, e, or f							
4							

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INDICATOR 12: PART C TO PART B TRANSITION

- **Number of districts found out of compliance**
 - 3 out of 149 districts
- **Total number of student files out of compliance**
 - 3 student files
- **Reasons timelines were not met**
 - Poor Scheduling
 - Failure to get permission to extend the timeline

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INDICATOR 13: SECONDARY TRANSITION

COMPLIANCE

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INDICATOR 13: SECONDARY TRANSITION

Measurement:
Percent of
youth with IEPs
(aged 16 and
above) whose
IEP includes:

- Appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment;
- Transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and
- Annual IEP goals related to the student's transition needs.

**Districts must
document:**

- Student was invited to the IEP team meeting where transition services were discussed
- When appropriate, a representative of any participating agency was invited to the IEP team meeting

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INDICATOR 13: SECONDARY TRANSITION

Data Collection

- Data collected during Special Education Accountability Monitoring visits

Calculation Guide

$(A \div B) \times 100 = \%$ of the IEPs reviewed by the onsite review team met compliance.

A= # of students with IEPs age 16 and above whose IEP includes an appropriate transition plan that meets the indicator 13 checklist

B= # of students with an IEP age 16 and above

Submission Timeline

- Review Team examines transition IEPs during the SPED accountability review.
- The submission date is the date of the accountability review
- 5-year cycle for district reviews

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INDICATOR 13: SECONDARY TRANSITION DATA

Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition	Number of youth with IEPs aged 16 and above	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data	Status	Slippage
170	195	83.97%	100%	87.18%	Did Not Meet Target	No Slippage

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INDICATOR 13: SECONDARY TRANSITION

- This is a 100% target indicator
- Didn't meet target, however no slippage this year
- Reasons for non-compliance
 - Agency invites not completed prior to being invited to IEP meeting
 - Course of Study not completed
- What we are currently doing
 - TSLP (Transition Services Liaison Project) provide district training
 - TSLP conducted Transition IEP workshop virtually
- Possible changes?
 - Record some modules on how to complete the Transition IEP?



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INDICATOR 14: POST-SCHOOL OUTCOMES

RESULTS

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INDICATOR 14:
POST-SCHOOL OUTCOMES

Measurement: Percent of youth who are no longer in high school, had Individualized Education Programs (IEPs) in effect at the time they left school, and were:

- Enrolled in higher education, or:
- Enrolled in higher education or competitively employed, or:
- Enrolled in higher education, other postsecondary education or training program, competitively employed, or in other employment: within one year of leaving high school.

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INDICATOR 14:
POST-SCHOOL OUTCOMES

- **14A. $(a \div b) \times 100 = \% \text{ in higher ed.}$**
- **14B. $[(a + c) \div b] \times 100 = \% \text{ in higher ed. and competitively employed}$**
- **14C. $[(a + c + d + e) \div b] \times 100 = \% \text{ in higher ed., some other post sec. ed. or training program., competitively employed, or other employment}$**

- a. Number of exiter respondents enrolled in higher education (2 or 4 yr degree program)
- b. Total number of exiter respondents
- c. Number of exiter respondents competitively employed
- d. Number of exiter respondents enrolled in some other postsecondary education or training program
- e. Number of exiter respondents in some other employment

* All respondents are surveyed one year after exiting high school.

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INDICATOR 14: POST-SCHOOL OUTCOMES

- * Total exiters – 741 (response rate 43%)

b.	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	319
a.	Number of respondent youth who enrolled in higher education within one year of leaving high school	73
c.	Number of respondent youth who competitively employed within one year of leaving high school	138
d.	Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed)	19
e.	Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed)	27

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INDICATOR 14: POST-SCHOOL OUTCOMES

Total number of respondents = 219	Number of respondent youth	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
A. Enrolled in higher education (a)	73	16.93%	15.5%	22.88 %	Met	No Slippage
B. Enrolled in higher education or competitively employed (a+c)	211	70.61%	68.5%	66.14 %	Did Not Meet	Slippage
C. Enrolled in higher education, or some other postsecondary education or training; or competitively employed; or some other employments (a+c+d+e)	257	82.11%	82%	80.56 %	Did Not Meet	Slippage

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INDICATOR 14: POST-SCHOOL OUTCOMES

How do we collect the data?

Part 1: After students exit high school (graduates, ages out, drops out)

- April-June - Districts may enter demographic data and exiter information of any exiters from Campus in Appendix A in Launchpad.

OR

- August-September - DOE will upload demographic data of all exiters from Campus, then districts will enter the IEP information in Launchpad.

Deadline: Oct. 1

Part 2: One year after students exit high school

- Black Hills State University will collect post-school outcomes data in April-September
 - Mail out the surveys, then
 - Call the students who have not returned their survey
- Post-School Outcomes website (CESA 7 and Mary Kampa) - <https://www.sdposthighsurvey.org/>
 - Verify data and put public reports on website
 - Provide secure website for districts to examine their data
 - Longitudinal data on the website

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INDICATOR 14: POST-SCHOOL OUTCOMES

• Things we see

- Did not meet targets in a couple of areas
 - Reasons: Pandemic?
- Response rates are still low but consistent with last couple of years
 - Asking more districts to help call
 - Through Sped Director call
 - Through newsletter
 - Through Transition listserv
 - Developing an online survey for students
 - Are there other suggestions for helping to increase the response rate?
- Students going to college is higher, however those competitively employed is a little lower

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INDICATOR 15 & 16: DUE PROCESS RESOLUTION AND MEDIATION SESSIONS

COMPLIANCE

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**DISPUTE
RESOLUTION**

Indicator 15: Resolution Sessions (Due Process Hearing Request)

- 4 requests received
- 4 requests withdrawn
 - 3 of them went to mediation instead (successful)
 - 1 dismissed by hearing officer

Indicator 16: Mediation Sessions

- 7 requests
- 6 sessions held
 - 4 related to due process requests
 - 2 related to state complaint request
 - 1 request district denied participation

States do not have to provide targets for Indicator 15 & 16 if they are under 10 sessions

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SPP RESOURCES AVAILABLE

- SD DOE Special Education Programs Resource
 - <https://doe.sd.gov/sped/SPP.aspx>
 - Annual Performance Report and Determinations
 - Data Collection Calendar
 - Sped Contact Card
 - Determination Criteria
 - Indicator TA Guides (currently being revised)
 - Public Reporting
- Federal Resource
 - <https://sites.ed.gov/idea/spp-apr/>